

A SURVEY OF THE POLICIES AND PRACTICES OF A SELECTED  
GROUP OF ELEMENTARY SCHOOL PRINCIPALS AS THEY  
RELATE TO SCHOOL LIBRARIES

A THESIS  
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF SCIENCE  
IN LIBRARY SERVICE

BY  
BETTIE GREENLEAF AGNEW

SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA

AUGUST, 1965

R. T. 37

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	iii
Chapter	
I. INTRODUCTION . . . . .	1
Purpose and Scope	
Methodology	
II. POLICIES AND PRACTICES OF A SELECTED GROUP OF ELEMENTARY SCHOOL PRINCIPALS AS THEY RELATE TO SCHOOL LIBRARIES . . . . .	8
Administrative Aspects	
Integration of Library with Total School Curriculum	
Materials Selection	
Public Relations	
Use of Library	
III. SUMMARY AND CONCLUSIONS . . . . .	24
APPENDICES . . . . .	30
BIBLIOGRAPHY . . . . .	37

## LIST OF TABLES

Table	Page
1. Policies and Practices of Thirty-six Elementary School Principals on Some Administrative Aspects of School Library Service . . . . .	11
2. Policies and Practices of Thirty-Six Elementary School Principals As Related to Planning, Budgeting, Reporting and Meetings . . . . .	13
3. Policies and Practices of Thirty-Six Elementary School Principals on Integration of Library With Total School Curriculum and Materials Selection . . . . .	15
4. Policies and Practices of Thirty-Six Elementary School Principals on Public Relations and Use of the Library . . . . .	19
5. Policies and Practices of Thirty-Six Elementary School Principals on Use of Library . . . . .	22

## CHAPTER I

### INTRODUCTION

The elementary school library has established itself as a very essential and vital instrument in the modern school. The current trend in education emphasizes independent study and materials to supplement the textbook. Failures in the elementary school have been attributed to the lack of the rich experiences which students have as a result of excellent library services. For this reason, school librarians must develop functional library programs to meet the needs and the challenges of elementary school principals, faculties and pupils.

The librarian certainly must be an active force in stimulating good library service; however, the responsibility for the library reaching its ultimate objective lies with the principal. The school administrator and the librarian should work in close partnership. The administrator serves as an instigator for promoting and creating distinguished library services or for destroying the effectiveness of the library.

The role of the principal in formulating good library service is very important. His major responsibilities include



planning the library's quarters with the assistance of the librarian, seeking funds for equipment and books, deciding on the size of the staff and selecting personnel, utilizing the librarian in curriculum development and interpreting the library to teachers and students. The library cannot attain its goal fully until the principal fulfills these responsibilities.<sup>1</sup>

The administrator is expected also to be alert to the great changes confronting society and their impact on the curriculum, the librarian and the library. The progressive administrator keeps informed about current practices in functional school library service. School administrators may keep informed by attending state, regional or national library meetings or by subscribing to and reading the leading periodicals in the field of school library service. Principals should make the necessary administrative provisions for the school librarian to make full use of her training in order to develop the library to support the total educational program of the school.<sup>2</sup>

The librarian who is striving to attain the ultimate

---

<sup>1</sup>Lucile F. Fargo, The Library in the School (Chicago: American Library Association, 1947), p. 129.

<sup>2</sup>L. G. Derthick, "You and the Administrator," Library Journal, LXXXVII (November 15, 1962), 4235.

objectives of the school library has certain expectations of the administrator. Among them are: (1) a great interest and appreciation for the library in the total enrichment of the school, (2) a willingness to execute new concepts and ideas to improve learning and guidance for boys and girls, (3) an arrangement for the library to be used only for library purposes, (4) an allowance of time for the library to be open before and after school, (5) provisions for the librarian to visit classes, (6) provisions for library clerical work, (7) provision of adequate physical facilities, and (8) provision for the librarian to have the same status as department heads or counselors.<sup>1</sup>

It is quite evident that the vitality and success of the library depends on the skill of the principal in developing a type of school organization which provides for the effective use of the library by pupils and teachers. Principals who value the library and have a high degree of appreciation for it will provide for adequate services in the same manner as they do for other educational activities. In order to ascertain the role the principal is playing in fostering this philosophy, it seems feasible to gain some insight in

---

<sup>1</sup>R. L. Amsden, "Characteristics of Effective Library Service," National Association of Secondary School Principals Bulletin, XLIII (November, 1959), 57.

regard to the principals' policies and practices as they relate to school libraries.

Vivian Davenport made a study of the attitudes and practices of a group of principals in Area II of the Atlanta Public Schools, Atlanta, Georgia. She used a sample of 17 elementary school principals and three high school principals. The purpose of this study was to determine the attitudes and practices of a selected group of 22 school principals as they relate to school libraries.<sup>1</sup>

According to this study, principals do in some respects realize their role in implementing good library services. She stated that:

The principals for the most part attend the library faculty committee meetings and each works with the librarian in planning programs for the library. Most principals also encourage the purchasing of necessary materials and try to see to it that the materials are actually purchased.<sup>2</sup>

#### Purpose and Scope

The purpose of this study is to assemble information that will identify principals' policies and practices as they relate to school libraries. Another purpose is to determine

---

<sup>1</sup>Vivian A. Davenport, "A Survey of the Attitudes and Practices of a Selected Group of School Principals as They Relate to School Libraries" (unpublished Master's thesis, School of Library Service, Atlanta University, 1962), p. 2.

<sup>2</sup>Ibid., pp. 27-28.

to what extent these policies are consistent with the standards and aims of school library services. The study will include the 43 Negro elementary school principals in the Houston Independent School District, Houston, Texas, during the 1964-65 school year.

It is hoped that the results of this study will serve to reveal to the administrator the important position he holds in promoting a functional school library, in stimulating more effective leadership on the part of the administrator in school library development and in presenting facts that will show the close relationship of the principal and librarian.

### Methodology

In order to secure background material and information as to the library responsibility of the school principal, many articles and publications pertaining to this topic were read. Articles listed in Library Literature<sup>1</sup> from 1958 through 1963 served as basic sources for formulating ideas and information related to this topic. Standards for School Library Programs<sup>2</sup> was used as a guide and an indispensable

---

<sup>1</sup>Library Literature (New York: H. W. Wilson Company, 1958-1963).

<sup>2</sup>American Library Association, The American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960).

source in analyzing the data and to evaluate the school library policies and procedures of these principals.

A questionnaire was adapted from the one used by Vivian Davenport<sup>1</sup> in her study and it was sent to the 43 Negro elementary school principals in the Houston Independent School District. It was divided into five major divisions: (1) Administrative Aspects, (2) Integration of the Library with the Total School Curriculum, (3) Materials Selection, (4) Public Relations, and (5) Use of the Library.

The questionnaire was used to determine the extent to which the principals are aware of their administrative responsibility for providing for school library service. The questions sought to ascertain the principals' responsibilities in terms of (1) provisions for faculty and student use of the library, (2) provisions for integrating library service with the total curriculum, (3) use of the librarian on curriculum planning committees, (4) use of the librarian as a key faculty member, (5) provisions for the selection of materials that will meet specific school needs, (6) relationship with the public library, (7) provisions for teachers and students to aid in book selection, (8) use of the library for other school activities, (9) use of the librarian to perform duties outside

---

<sup>1</sup>Davenport, op. cit.

the library, (10) the supply of direct administrative aid in planning the program of the library, (11) the allocation of funds to be spent for library materials.

The Dean of the Atlanta University School of Library Service wrote letters to each of the principals to request their cooperation in providing the information needed for the study in answering questions on the questionnaire.

Two copies of the questionnaire along with a cover letter were sent to the 43 elementary school principals. A self-addressed envelope was also included for convenience in returning the questionnaire. It was requested that the questionnaire be returned within 10 days from the mailing date.

Some of the principals failed to return the questionnaire within 12 days and a card was sent to urge the respondents to reply. Out of the 43 questionnaires mailed, 36 were returned.

CHAPTER II

POLICIES AND PRACTICES OF A SELECTED GROUP  
OF ELEMENTARY SCHOOL PRINCIPALS AS THEY  
RELATE TO SCHOOL LIBRARIES

The vitality and success of the elementary school library depend on the interest of the principal in promoting a dynamic school library program. The school library cannot function to meet the needs and objectives of the particular school unless there is adequate support from the principal. The American Association of School Librarians devised specific standards that may be used as guidelines for school principals. Many professional groups including the National Association of Elementary School Principals assisted in formulating the Standards for School Library Programs.<sup>1</sup> The important role the principal plays in promoting good library services is stated by the Standards as follows:

School board members and school administrators, however, have the greatest responsibility and opportunity for making certain that the schools have libraries with functional programs and excellent resources. These educational leaders are not only primarily responsible but also ultimately

---

<sup>1</sup>American Library Association, op. cit.

accountable for the presence or absence, success or failure of libraries in the schools; and no individuals are more influential than they in determining the status and nature of school library programs.<sup>1</sup>

Administrative aspects.--Table 1 indicates that the 36 elementary school principals of the Houston Independent School District, who responded to the questionnaire, reported that librarians of some sort are assigned to all of their schools. The assignments range from one day per week to full-time. There were seven full-time librarians; four assigned four days per week; nine assigned three days per week; five assigned two days per week; and 11 assigned one day per week.

The American Association of School Librarians Standards state that ". . . each principal should be familiar with the school library standards and use them as guides in evaluating the library program and in providing staff, quarters, funds, and materials collection."<sup>2</sup> In response to the question concerning familiarity with the school library standards of the state of Texas, 22 principals pointed out that they are partially familiar with the standards and 14 indicated that they are fully familiar with them.

In relation to the principal keeping the librarian informed about changing methods of teaching, the Standards state

---

<sup>1</sup>Ibid., 29.

<sup>2</sup>Ibid., 36.



that the principal ". . . helps to keep the professional staff informed about major educational developments in general and about changing teaching procedures and new or expanded curricula within the school."<sup>1</sup> Seemingly, most of the principals are aware of their responsibility in this phase of the library program as 30 stated that they inform the librarian of these changing methods often; however, six principals noted that this is seldom done.

In order that principals may ascertain the extra activities school librarians should engage in, the Standards state that:

The school librarian participates in the co-curricular activities of the school, but assignments are made with due regard for his primary responsibilities as a librarian and only when the library service in the school will not be impaired by these extra activities. The librarian should be assigned to those co-curricular activities in which he can make the greatest contribution.<sup>2</sup>

Most librarians seem to be occupied with library duties only. Table 1 shows that 25 principals do not request their librarians to perform non-library related activities. Three principals call upon the librarian to supervise classes while the concerned teacher performs other duties. Among the duties librarians are asked to execute are to: co-ordinate in-service

---

<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

TABLE 1

POLICIES AND PRACTICES OF THIRTY-SIX ELEMENTARY  
SCHOOL PRINCIPALS ON SOME ADMINISTRATIVE  
ASPECTS OF SCHOOL LIBRARY SERVICE

Principals' Policies and Practices	Number of Principals
Librarians assigned to schools	
Full time . . . . .	7
Part time . . . . .	..
Four days per week . . . . .	4
Three days per week . . . . .	9
Two days per week . . . . .	5
One day per week . . . . .	11
Familiar with standards of state of Texas	
Partially . . . . .	22
Fully . . . . .	14
Keep librarian aware of changing methods of teaching	
Often . . . . .	30
Seldom . . . . .	6
Assign non-library related duties to librarian	
Secretarial work for school . . . . .	..
Hall duty . . . . .	..
Lunchroom duty . . . . .	..
Supervise class while teacher performs other duties . . . . .	3
Other duties . . . . .	8
None . . . . .	25

workshops, assist with general activities during special occasions, assist with bulletin boards, and the Parent-Teacher Association. Two principals pointed out that the librarian takes care of the school's display case and chairs the National Library Week Committee. These are definitely related to the

general library duties. This fact is brought out here to indicate that these principals do not exactly understand what is meant by non-library related duties.

The Standards include a statement regarding the planning of the library program by the principal. The principal ". . . works with the head school librarian in assigning the library program best suited to the needs of the school and all of its pupils, and makes it possible for the librarian to carry forward a library program that follows best policies and practices."<sup>1</sup> Table 2 indicates that 35 of the principals plan the library program with the librarian and one admitted that he does not do this.

In reference to the budget, the Standards state that the principal ". . . has administrative authority over the school library budget, but plans the budget with the head school librarian and gives him authority for its expenditure."<sup>2</sup>

Thirty principals revealed that they discuss the library's budget with the librarian and six do not. One principal noted that the library budget is set up by the library department in the administrative offices of the Houston Independent School District. Twelve of these schools maintain petty

---

<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

cash funds for the librarian and 24 do not.

TABLE 2

POLICIES AND PRACTICES OF THIRTY-SIX ELEMENTARY  
SCHOOL PRINCIPALS AS RELATED TO PLANNING,  
BUDGETING, REPORTING AND MEETINGS

Principals' Policies and Practices	Principals (36)		
	Yes	No	No Comment
Work with librarian in planning library program	35	1	..
Discuss library budget with the librarian	30	6	..
Have petty cash funds for librarian	12	24	..
Require special reports during the school year	36	..	..
Conferences to discuss reports	36	..	..
Find place on agenda for library discussions at meetings or conferences	36	..	..
Require librarian to attend faculty meetings	20	15	1

All 36 principals require special reports from the librarian during the school year. Sixteen principals pointed out that these reports are required annually; six twice per year; three every six weeks; two approximately three times per year; two quarterly; one upon request and two whenever

necessary. Four principals failed to reply to this part of the question. None of the principals requires oral reporting only; however, 25 require written reports. Ten principals prefer a combination of the oral and written. One principal did not comment on the type of report required. Conferences with the librarian to discuss these reports are scheduled by 20 principals often and 16 seldom arrange such conferences.

If the principals are interested in improving library service programs, the library should be included on the agenda at principals' meetings or conferences. In answering the question concerning this, 21 principals stated that the library is on the agenda regularly and 15 indicated that this is seldom so.

Twenty principals gave an affirmative answer when asked if the librarian is required to attend faculty meetings. Fifteen indicated that this was not a requirement. Two principals injected that the itinerant librarian is not assigned to their schools on faculty meeting days. One principal noted that this was one of the duties of the librarian to attend faculty meetings and one failed to comment on this question.

Integration of the library with the total school curriculum.--Table 3 indicates that the librarian serves on faculty planning committees in 29 of the elementary schools. Seven of these principals do not assign librarians to work on

TABLE 3

POLICIES AND PRACTICES OF THIRTY-SIX ELEMENTARY  
SCHOOL PRINCIPALS ON INTEGRATION OF LIBRARY  
WITH THE TOTAL SCHOOL PROGRAM AND  
MATERIALS SELECTION

Principals' Policies and Practices	Principals (36)		
	Yes	No	No Comment
Appoint librarian to work on faculty planning committees	29	7	..
Librarian calls attention of principal to books of special interest	35	1	..
Library materials for students are adequate	11	25	..
Library's professional materials for principals are adequate	6	30	..
Library's professional materials for teachers are adequate	2	34	..
Have library faculty committees in schools	19	15	2
Attend regular meetings of committee	14	5	..
Receive regular reports from committee	14	5	..
Encourage purchase of books that meet specific school needs	36	..	..
Subscribe to magazines for teachers	31	5	..
Parent Teacher Association allo- cates funds for library materials	23	13	..
Teachers make recommendations for books throughout school year	31	5	..
Students aid in book selection	14	22	..

such committees. In relation to the librarian serving on committees, the Standards state that the principal ". . . appoints the head librarian to the faculty council or advisory committee and includes librarians on general curriculum committees and other appropriate committees."<sup>1</sup>

It was revealed that some librarians extend the services of the library to the administrator by calling his attention to books and other materials of special interest. Twenty-four principals indicated that the librarian does this regularly; eleven seldom; and one indicated that this was never done.

Library materials for students are thought to be adequate by 11 of the principals but 25 of them noted that the materials are inadequate for students in their schools. As far as the professional collection is concerned for the principals' needs, six principals feel that their library's materials are adequate enough for them and 30 had just the opposite opinion.

Upon being asked if the professional materials for teachers are adequate, 34 principals noted that these materials are not adequate and only two said that they were. One administrator pointed out that the professional library

---

<sup>1</sup>Ibid.

in the administration building of the Houston Independent School District furnishes the teachers with professional materials as needed.

Library faculty committees exist in 19 of these elementary schools and are not to be found in 15 of them. Two principals did not answer the question concerning library faculty committees. Out of the 19 principals who do have library faculty committees, 14 said they attend the regular meetings of this committee and five admitted that they did not. Fourteen administrators also indicated that regular reports are received from this committee and five do not receive them.

Materials selection.--The principals' responsibility in book selection as stated in the Standards is that he ". . . endorses a policy for the selection and purchase of all printed and audio-visual materials, and recognizes the competencies of the school library staff in this area."<sup>1</sup> According to the answers on the questionnaire, all 36 principals are encouraging the purchase of books that meet specific school needs. When asked about the frequency, 34 principals indicated that this is done regularly and two seldom do this.

Magazines are purchased and housed in most of the

---

<sup>1</sup>Ibid.



elementary school libraries for teachers and pupils. Thirty-one principals noted that magazines are purchased for teachers and in five schools they are not. According to the principals, 12 of the schools do not make provisions for the purchase of magazines for students but 24 of them do.

Many schools receive additional financial assistance for the purchase of library materials from the Parent-Teacher Association. Twenty-three principals stated that this organization gives money to the library for the purchase of materials and 13 principals stated that they get no aid from the PTA for this purpose.

In 31 of the elementary schools the teachers make recommendations for books throughout the school year, and five schools do not do this. The students in some of the elementary schools also take part in book selection. Fourteen principals indicated that arrangements are made for the students to aid in book selection but this is not the case in 22 of the schools.

Public relations.--Table 4 indicates that the organizing of a library club is a requirement of some of the librarians in these elementary schools. This is required of 17 librarians but 19 principals indicated that this is not required in their schools. Two principals explained that although this is not required of the librarian, a library club does exist in these

particular schools.

TABLE 4

POLICIES AND PRACTICES OF THIRTY-SIX ELEMENTARY  
SCHOOL PRINCIPALS ON PUBLIC RELATIONS  
AND USE OF THE LIBRARY

Principals' Policies and Practices	Principals (36)		
	Yes	No	No Comment
Require librarian to organize library club	17	19	..
Plan visits to public library	21	15	..
Arrange for librarian from public library to visit schools	8	28	..
Use parent help in library	5	31	..
Invite local authors to visit and talk with children	11	25	..
Sit in the library and read	21	13	2
Encourage use of library on part of students	36	..	..
Encourage teachers to take entire classes to the library to work on projects utilizing materials under joint supervision of teacher and librarian	36	..	..
School library used exclusively for library purposes	20	16	..
Policy to send pupils who are disciplinary problems to the library	..	36	..

In order to gain some insight on school-public library relationship, the principals were asked if planned visits were made to the public library. Twenty-one principals affirmed that their pupils do take planned trips to the public library and 15 indicated that no such trips had been planned. The succeeding question inquired about the librarian from the public library visiting the school and eight principals noted that the librarian from the public library had visited in their schools; however, similar visits had not been made in the other 28 schools. It was found that five of the 36 elementary schools have parents to come in and help in the library.

Some schools invite local authors in to talk to children on special occasions. Eleven principals stated that this had been done in their schools. One principal specified that Jean Lee Latham was a guest of the school during the 1965 National Library Week observance. Another principal noted that authors had not been invited because the local community did not have any.

Use of the library.--It was found that 21 principals sit in the library and read and 13 do not. Two principals did not comment on this particular question. On the other hand, all 36 principals answered in the affirmative when asked if they often encourage use of the library on the part of students.

In regard to the principal encouraging use of the library on the part of students and teachers, the Standards state that the principal ". . . encourages wide and effective use of library resources on the part of all students and teachers."<sup>1</sup>

Each of the 36 principals also indicated that the teachers are encouraged to take their entire classes to the library to work on projects utilizing materials under joint supervision of the teacher and librarian.

Twenty of the elementary school libraries are used exclusively for library purposes and 16 of them are used for other purposes. Some of the uses made of the school libraries as listed by the principals are for: PTA meetings, conferences, informal meetings and gatherings, committee meetings, telecasts, and discussion groups. One principal indicated that on the day that the librarian is not assigned in his school, the library is used for listening lessons. Another principal stated that the library is a station for the counselor, the school nurse and the speech correctionist. It was gratifying to note that in no instance was a school library used as a place to send students who are disciplinary problems.

Table 5 indicates that the majority of the principals encourage teachers to keep the librarian informed about class

---

<sup>1</sup>Ibid.

assignments. This is done regularly by 33 of the elementary school principals and three principals admitted that they seldom do this. The teachers are apparently encouraged to do this to a great extent because 31 principals answered "regularly" and five answered "seldom."

TABLE 5

POLICIES AND PRACTICES OF THIRTY-SIX ELEMENTARY  
SCHOOL PRINCIPALS ON USE OF THE LIBRARY

Principals' Policies and Practices	Principals (36)
Encourage teachers to keep librarian informed on class assignments	
Regularly . . . . .	33
Seldom . . . . .	3
Extent this is done	
Regularly . . . . .	31
Seldom . . . . .	5
Borrow books from library . . . . .	34
Do not borrow books from school library . . . . .	2
Frequency	
Weekly . . . . .	10
Monthly . . . . .	15
Twice per month . . . . .	5
Once per year . . . . .	2
Others . . . . .	3
No comment . . . . .	1

Even though most of the principals feel that the library's professional collection for them is not adequate, many borrow books from the library. Thirty-four of them stated

that they borrow books from their school library and two admitted that they do not do this. When asked about the frequency, the replies varied. Ten principals indicated that they borrow books weekly; 15 monthly; five twice per month and two once per year. Three principals wrote in such as "several times per year," "whenever needed," and "occasionally." One principal did not respond to this question.

## CHAPTER III

### SUMMARY AND CONCLUSIONS

The school library serves as an essential and vital instrument in the modern educational program. The current trend in education emphasizes independent study and materials to supplement the textbook.

A school cannot foster distinguished library services unless the principal is willing to support the library program. The main purpose of this study was to assemble information that would identify principals' policies and practices as they relate to school libraries. Another purpose was to determine to what extent these policies and practices are consistent with the standards and aims of school library service.

Library Literature<sup>1</sup> was used to secure articles which revealed the principals' responsibility to the library program. These articles were read to serve as background material and to get a clear insight as to the principals' role in promoting good library services. Standards for School Library Programs<sup>2</sup>

---

<sup>1</sup>Library Literature, op. cit.

<sup>2</sup>American Library Association, op. cit.

was an indispensable aid in analyzing the data and evaluating the policies and procedures of these principals.

Questionnaires were used to determine to what extent the principals are aware of their administrative responsibility. The questionnaire was divided into five major areas: (1) Administrative Aspects, (2) Integration of the Library with Total School Curriculum, (3) Materials Selection, (4) Public Relations, and (5) Use of the Library.

Questionnaires were sent to the 43 Negro elementary school principals in the Houston Independent School District during the 1964-65 school year. Thirty-six of these questionnaires were returned and even postal cards sent as reminders resulted in the failure of seven principals to return the questionnaire. It would seem that all administrators would gladly assist in studies that might reveal new avenues and implications for school library programs.

It was found that all of these elementary schools do have librarians assigned. These assignments range from full time to one day per week. The assigning of librarians in each school even for part-time is the first step in accomplishing the goals of the library. In the near future it is hoped that all elementary schools will have full time librarians.

Twenty-two principals are partially familiar with the state standards and 14 are fully familiar with them. Thirty



principals often engaged in informing the librarian about changing methods of teaching; however, six seldom engage in this practice. This practice is an absolute necessity because the library program cannot function adequately without the guidance of the administrator.

Many librarians are occupied with library duties only. Twenty-five principals do not request their librarians to perform non-library related duties and eight librarians perform such jobs as co-ordinate in-service workshops, assist with general activities during special occasions, assist with bulletin boards and the Parent-Teacher Association. These duties certainly detract from the quality of library services of the school. It would be interesting to know the extent to which this is done. One wonders about the quality of service rendered under these circumstances.

The principals in all instances, except one, plan the library program with the librarian. In the same connection, 30 principals discuss the library budget with the librarian and six do not. Petty cash funds are available in 12 school libraries whereas 24 do not have such funds.

As would be expected, library reports are required in all school libraries. The frequency and type of reports vary considerably. There were 16 principals who require annual reports only; six require reports twice per year; three every

six weeks; two approximately three times per year; two quarterly; one upon request and two whenever necessary. Written reports are required by 25 principals whereas 10 principals require the written and oral. Conferences to discuss these reports are arranged by 20 principals and 16 do not schedule such conferences.

The library has a place on the agenda regularly at principals' meetings or conferences according to the answers of 21 principals. On the other hand, 15 stated that this is seldom so. Librarians are required to attend faculty meetings in 20 schools and this is not a requirement of the others. Librarians are appointed to work on faculty planning committees in 29 schools and in seven they are not.

The library materials for students, teachers and principals are not adequate in most of these elementary schools. The inadequacies are more prevalent in the professional materials for teachers and principals. It was quite interesting to note that 30 principals felt that the professional materials for the principals' use were not adequate and six had the opposite opinion. In regard to the teachers' professional materials, 34 stated that these materials were inadequate.

In addition to the principals helping to plan the library program, 19 schools maintain library faculty committees. Fourteen principals attend and receive regular reports from

this committee and five do not.

As for the materials selection, principals personally encourage the librarian to purchase books that meet specific school needs in 34 schools and two principals do this seldom. Recommendations for purchase of materials are made by teachers in 31 schools throughout the school year. Students aid in book selection in 14 of these elementary schools. Magazines may be used as current sources to supplement the book collection; 24 schools subscribe to magazines for students whereas 12 do not. The professional collection for teachers is supplemented by magazine subscriptions in 31 of these schools. The PTA allocates funds to be spent for library materials in 23 schools.

Seventeen librarians are required to organize library clubs and 19 are not. Students in 21 schools have been taken on planned trips to the public library; however, 15 have not made arrangements for such trips. Librarians from the public library have visited eight of these schools. Parent help is to be found in five schools and 11 principals affirmed that local authors had been invited to talk to the children.

All 36 principals encourage teachers to keep the librarians informed about class assignments; however, three principals stated that they seldom do this. All except two of the 36 principals borrow books from the library. Ten borrow books

weekly; 15 monthly; five twice per month; two once per year, and three gave other frequencies. At the same time, 21 principals find time to sit in the library and read. All 36 are often engaged in encouraging use of the library on the part of students.

According to the findings of this study, 16 libraries are used for various activities of the school. Some of these activities that were cited frequently by the principals are PTA meetings, faculty meetings, club meetings, conferences and telecasts. Fortunately, none of these principals advocates sending pupils who are disciplinary problems to the library for punishment. It was interesting to note also that all 36 principals encourage teachers to take classes to the library to work under the joint supervision of the teacher and librarian.

## A P P E N D I X E S

## APPENDIX I

### LETTER TO PRINCIPALS

Dear \_\_\_\_\_,

In completing the requirements for the master's degree from Atlanta University School of Library Service, I am undertaking a study of the policies and practices of a group of elementary school principals as they relate to school libraries.

A vital part of the information needed can be provided from your own knowledge and experience. The enclosed questionnaire has been designed as a framework for this information. The information you provide will be assembled and tabulated with that provided by other principals.

I would appreciate it if you would cooperate with me by filling out the questionnaire and returning it to me in the self-addressed, stamped envelope enclosed on or before February 26, 1965. The second copy is for your files.

Thank you for your immediate attention to this request.

Very truly yours,

(Mrs.) Bettie J. Agnew

Enclosure

## APPENDIX II

### QUESTIONNAIRE FOR ELEMENTARY SCHOOL PRINCIPALS

#### I

1. Do you have a librarian in your school?  
\_\_\_\_\_Yes \_\_\_\_\_No
2. How many days per week does she spend in your school?  
1      2      3      4      5
3. Are you familiar with the school library standards of the State of Texas?  
\_\_\_\_\_Partially \_\_\_\_\_Fully \_\_\_\_\_Not at all
4. Do you personally see to it that your librarian is kept aware of changing methods of teaching?  
\_\_\_\_\_Often \_\_\_\_\_Seldom \_\_\_\_\_Never
5. Which of the following activities do you request your school librarian to do:
  - (5a) Secretarial work for the school?\_\_\_\_\_
  - (5b) Hall duty?\_\_\_\_\_
  - (5c) Lunchroom duty?\_\_\_\_\_
  - (5d) Supervise classes while teacher performs other duties?\_\_\_\_\_
  - (5e) Other duties outside the library assigned to the librarian. (Please specify)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Do you work with the school librarian in planning the library's program?  
\_\_\_\_\_Yes \_\_\_\_\_No
7. Do you discuss the library's budget with the librarian?  
\_\_\_\_\_Yes \_\_\_\_\_No
8. Does your librarian have a petty cash fund?  
\_\_\_\_\_Yes \_\_\_\_\_No
9. Does your librarian make special reports to you during the year?  
\_\_\_\_\_Yes \_\_\_\_\_No
- (9a) If "Yes", how often? \_\_\_\_\_
- (9b) Are the reports \_\_\_\_\_oral, \_\_\_\_\_written, or \_\_\_\_\_both?
10. Do you have a conference with your librarian to discuss reports?  
\_\_\_\_\_Often \_\_\_\_\_Seldom \_\_\_\_\_Never
11. At conferences or meetings of school principals, is there a place on the agenda for a discussion about the library?  
\_\_\_\_\_Regularly \_\_\_\_\_Seldom \_\_\_\_\_Never
12. Do you require your librarian to attend faculty meetings?  
\_\_\_\_\_Yes \_\_\_\_\_No

## II

1. Do you appoint your librarian to work on faculty planning committees?  
\_\_\_\_\_Yes \_\_\_\_\_No
2. Does your librarian call your attention to books or articles that may be of special interest to you?  
\_\_\_\_\_Regularly \_\_\_\_\_Seldom \_\_\_\_\_Never
3. Do you think that your library's materials for your students are adequate?  
\_\_\_\_\_Yes \_\_\_\_\_No
4. Do you feel that your library's professional materials for you are adequate?  
\_\_\_\_\_Yes \_\_\_\_\_No



5. Do you feel that your library's professional materials for your teachers are adequate?  
\_\_\_\_\_Yes \_\_\_\_\_No
6. Does your school have a library faculty committee?  
\_\_\_\_\_Yes \_\_\_\_\_No
- (6a) If yes, do you attend meetings of this committee?  
\_\_\_\_\_Yes \_\_\_\_\_No
- (6b) Do you get regular reports from this committee?  
\_\_\_\_\_Yes \_\_\_\_\_No

## III

1. Are you encouraging your librarian to purchase books that will serve specific school needs?  
\_\_\_\_\_Regularly \_\_\_\_\_Seldom \_\_\_\_\_Never
2. Do you subscribe to any magazines for teachers?  
\_\_\_\_\_Yes \_\_\_\_\_No
3. Do you subscribe to any magazines for students?  
\_\_\_\_\_Yes \_\_\_\_\_No
4. Does your PTA allocate funds to be spent for library materials?  
\_\_\_\_\_Yes \_\_\_\_\_No
5. Do your teachers make recommendations for the purchases of books throughout the school year?  
\_\_\_\_\_Yes \_\_\_\_\_No
6. Is any arrangement made for students to aid in book selection?  
\_\_\_\_\_Yes \_\_\_\_\_No

## IV

1. Do you require your librarian to organize a library club?  
\_\_\_\_\_Yes \_\_\_\_\_No
2. Are students in your school taken on planned visits to the local public library?  
\_\_\_\_\_Yes \_\_\_\_\_No

3. Has a librarian from the public library ever visited your school?  
       \_\_\_\_\_Yes       \_\_\_\_\_No
4. Do you have parent help in your school library?  
       \_\_\_\_\_Yes       \_\_\_\_\_No
5. Do you invite local authors to visit the school and to talk to students?  
       \_\_\_\_\_Yes       \_\_\_\_\_No

## V

1. Do you encourage teachers to keep the librarian informed about class assignments?  
       \_\_\_\_\_Regularly       \_\_\_\_\_Seldom       \_\_\_\_\_Never
- (1a) To what extent do your teachers do this?  
       \_\_\_\_\_Regularly       \_\_\_\_\_Seldom       \_\_\_\_\_Never
- (1b) If never, why?
2. Do you borrow books from your school library?  
       \_\_\_\_\_Yes       \_\_\_\_\_No
3. If the answer to question No. 2 is "Yes", please check the approximate frequency.
- |              |                      |
|--------------|----------------------|
| _____Weekly  | _____Twice per month |
| _____Monthly | _____Once per year   |
4. Do you sit in the library and read?  
       \_\_\_\_\_Yes       \_\_\_\_\_No
5. Do you encourage use of the library on the part of the students?  
       \_\_\_\_\_Often       \_\_\_\_\_Seldom       \_\_\_\_\_Never
6. Is your school library used exclusively for library purposes?  
       \_\_\_\_\_Yes       \_\_\_\_\_No
7. If the answer to question No. 6 is "No", please write in other uses made of it.
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

8. Is it a policy of the school to send pupils who are disciplinary problems to the library as a punitive device?  
\_\_\_\_\_Yes          \_\_\_\_\_No
9. Are teachers encouraged to take their entire classes to the library to work on projects utilizing materials under the joint supervision of the teacher and the librarian?  
\_\_\_\_\_Yes          \_\_\_\_\_No

## BIBLIOGRAPHY

### Books

American Library Association, The American Association of School Librarians, Standards for School Library Programs. Chicago: American Library Association, 1960.

Fargo, Lucille F. The Library in the School. Chicago: American Library Association, 1947.

### Articles and Periodicals

Amsden, R. L. "Characteristics of Effective Library Services," National Association of Secondary School Principals Bulletin, XLIII (November, 1959), 57.

Derthick, L. G. "You and the Administrator," Library Journal, LXXXVII (November 15, 1962), 4235.

Library Literature. New York: H. W. Wilson Company, 1958-1963.

### Unpublished Materials

Davenport, Vivian. "A Survey of the Attitudes and Practices of a Selected Group of School Principals As They Relate to School Libraries." Unpublished Master's thesis, School of Library Service, Atlanta University, 1962.